**Third Grade**

**English Language Arts Standards**

**Reading: Literature**

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/)
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RL.3.2](http://www.corestandards.org/ELA-Literacy/RL/3/2/)
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

[CCSS.ELA-LITERACY.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/)
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**Craft and Structure:**

[CCSS.ELA-LITERACY.RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/)
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

[CCSS.ELA-LITERACY.RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/)
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

[CCSS.ELA-LITERACY.RL.3.6](http://www.corestandards.org/ELA-Literacy/RL/3/6/)
Distinguish their own point of view from that of the narrator or those of the characters.

**Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.RL.3.7](http://www.corestandards.org/ELA-Literacy/RL/3/7/)
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

[CCSS.ELA-LITERACY.RL.3.9](http://www.corestandards.org/ELA-Literacy/RL/3/9/)
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

**Range of Reading and Level of Text Complexity:**

[CCSS.ELA-LITERACY.RL.3.10](http://www.corestandards.org/ELA-Literacy/RL/3/10/)
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Reading: Informational Text**

**Key Ideas and Details:**

[CCSS.ELA-LITERACY.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/)
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/)
Determine the main idea of a text; recount the key details and explain how they support the main idea.

[CCSS.ELA-LITERACY.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/)
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure:**

[CCSS.ELA-LITERACY.RI.3.4](http://www.corestandards.org/ELA-Literacy/RI/3/4/)
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

[CCSS.ELA-LITERACY.RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/)
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

[CCSS.ELA-LITERACY.RI.3.6](http://www.corestandards.org/ELA-Literacy/RI/3/6/)
Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/)
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

[CCSS.ELA-LITERACY.RI.3.8](http://www.corestandards.org/ELA-Literacy/RI/3/8/)
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

[CCSS.ELA-LITERACY.RI.3.9](http://www.corestandards.org/ELA-Literacy/RI/3/9/)
Compare and contrast the most important points and key details presented in two texts on the same topic.

**Range of Reading and Level of Text Complexity:**

[CCSS.ELA-LITERACY.RI.3.10](http://www.corestandards.org/ELA-Literacy/RI/3/10/)
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Reading: Foundational Skills**

**Phonics and Word Recognition:**

[CCSS.ELA-LITERACY.RF.3.3](http://www.corestandards.org/ELA-Literacy/RF/3/3/)
Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-LITERACY.RF.3.3.A](http://www.corestandards.org/ELA-Literacy/RF/3/3/a/)
Identify and know the meaning of the most common prefixes and derivational suffixes.

[CCSS.ELA-LITERACY.RF.3.3.B](http://www.corestandards.org/ELA-Literacy/RF/3/3/b/)
Decode words with common Latin suffixes.

[CCSS.ELA-LITERACY.RF.3.3.C](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/)
Decode multi-syllable words.

[CCSS.ELA-LITERACY.RF.3.3.D](http://www.corestandards.org/ELA-Literacy/RF/3/3/d/)
Read grade-appropriate irregularly spelled words.

**Fluency:**

[CCSS.ELA-LITERACY.RF.3.4](http://www.corestandards.org/ELA-Literacy/RF/3/4/)
Read with sufficient accuracy and fluency to support comprehension.

[CCSS.ELA-LITERACY.RF.3.4.A](http://www.corestandards.org/ELA-Literacy/RF/3/4/a/)
Read grade-level text with purpose and understanding.

[CCSS.ELA-LITERACY.RF.3.4.B](http://www.corestandards.org/ELA-Literacy/RF/3/4/b/)
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

[CCSS.ELA-LITERACY.RF.3.4.C](http://www.corestandards.org/ELA-Literacy/RF/3/4/c/)
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing**

**Text Types and Purposes:**

[CCSS.ELA-LITERACY.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/)
Write opinion pieces on topics or texts, supporting a point of view with reasons.

[CCSS.ELA-LITERACY.W.3.1.A](http://www.corestandards.org/ELA-Literacy/W/3/1/a/)
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

[CCSS.ELA-LITERACY.W.3.1.B](http://www.corestandards.org/ELA-Literacy/W/3/1/b/)
Provide reasons that support the opinion.

[CCSS.ELA-LITERACY.W.3.1.C](http://www.corestandards.org/ELA-Literacy/W/3/1/c/)
Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for* *example*) to connect opinion and reasons.

[CCSS.ELA-LITERACY.W.3.1.D](http://www.corestandards.org/ELA-Literacy/W/3/1/d/)
Provide a concluding statement or section.

[CCSS.ELA-LITERACY.W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/)
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[CCSS.ELA-LITERACY.W.3.2.A](http://www.corestandards.org/ELA-Literacy/W/3/2/a/)
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.3.2.B](http://www.corestandards.org/ELA-Literacy/W/3/2/b/)
Develop the topic with facts, definitions, and details.

[CCSS.ELA-LITERACY.W.3.2.C](http://www.corestandards.org/ELA-Literacy/W/3/2/c/)
Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

[CCSS.ELA-LITERACY.W.3.2.D](http://www.corestandards.org/ELA-Literacy/W/3/2/d/)
Provide a concluding statement or section.

[CCSS.ELA-LITERACY.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/)
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[CCSS.ELA-LITERACY.W.3.3.A](http://www.corestandards.org/ELA-Literacy/W/3/3/a/)
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

[CCSS.ELA-LITERACY.W.3.3.B](http://www.corestandards.org/ELA-Literacy/W/3/3/b/)
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

[CCSS.ELA-LITERACY.W.3.3.C](http://www.corestandards.org/ELA-Literacy/W/3/3/c/)
Use temporal words and phrases to signal event order.

[CCSS.ELA-LITERACY.W.3.3.D](http://www.corestandards.org/ELA-Literacy/W/3/3/d/)
Provide a sense of closure.

**Production and Distribution of Writing:**

[CCSS.ELA-LITERACY.W.3.4](http://www.corestandards.org/ELA-Literacy/W/3/4/)
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.3.5](http://www.corestandards.org/ELA-Literacy/W/3/5/)
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](http://www.corestandards.org/ELA-Literacy/L/3/).)

[CCSS.ELA-LITERACY.W.3.6](http://www.corestandards.org/ELA-Literacy/W/3/6/)
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Research to Build and Present Knowledge:**

[CCSS.ELA-LITERACY.W.3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/)
Conduct short research projects that build knowledge about a topic.

[CCSS.ELA-LITERACY.W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/)
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Range of Writing:**

[CCSS.ELA-LITERACY.W.3.10](http://www.corestandards.org/ELA-Literacy/W/3/10/)
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

**Comprehension and Collaboration:**

[CCSS.ELA-LITERACY.SL.3.1](http://www.corestandards.org/ELA-Literacy/SL/3/1/)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.3.1.A](http://www.corestandards.org/ELA-Literacy/SL/3/1/a/)
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

[CCSS.ELA-LITERACY.SL.3.1.B](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/)
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

[CCSS.ELA-LITERACY.SL.3.1.C](http://www.corestandards.org/ELA-Literacy/SL/3/1/c/)
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

[CCSS.ELA-LITERACY.SL.3.1.D](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/)
Explain their own ideas and understanding in light of the discussion.

[CCSS.ELA-LITERACY.SL.3.2](http://www.corestandards.org/ELA-Literacy/SL/3/2/)
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-LITERACY.SL.3.3](http://www.corestandards.org/ELA-Literacy/SL/3/3/)
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.SL.3.4](http://www.corestandards.org/ELA-Literacy/SL/3/4/)
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

[CCSS.ELA-LITERACY.SL.3.5](http://www.corestandards.org/ELA-Literacy/SL/3/5/)
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

[CCSS.ELA-LITERACY.SL.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/)
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/3/) for specific expectations.)

**Language**

**Conventions of Standard English:**

[CCSS.ELA-LITERACY.L.3.1](http://www.corestandards.org/ELA-Literacy/L/3/1/)
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.3.1.A](http://www.corestandards.org/ELA-Literacy/L/3/1/a/)
Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

[CCSS.ELA-LITERACY.L.3.1.B](http://www.corestandards.org/ELA-Literacy/L/3/1/b/)
Form and use regular and irregular plural nouns.

[CCSS.ELA-LITERACY.L.3.1.C](http://www.corestandards.org/ELA-Literacy/L/3/1/c/)
Use abstract nouns (e.g., *childhood*).

[CCSS.ELA-LITERACY.L.3.1.D](http://www.corestandards.org/ELA-Literacy/L/3/1/d/)
Form and use regular and irregular verbs.

[CCSS.ELA-LITERACY.L.3.1.E](http://www.corestandards.org/ELA-Literacy/L/3/1/e/)
Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

[CCSS.ELA-LITERACY.L.3.1.F](http://www.corestandards.org/ELA-Literacy/L/3/1/f/)
Ensure subject-verb and pronoun-antecedent agreement.\*

[CCSS.ELA-LITERACY.L.3.1.G](http://www.corestandards.org/ELA-Literacy/L/3/1/g/)
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

[CCSS.ELA-LITERACY.L.3.1.H](http://www.corestandards.org/ELA-Literacy/L/3/1/h/)
Use coordinating and subordinating conjunctions.

[CCSS.ELA-LITERACY.L.3.1.I](http://www.corestandards.org/ELA-Literacy/L/3/1/i/)
Produce simple, compound, and complex sentences.

[CCSS.ELA-LITERACY.L.3.2](http://www.corestandards.org/ELA-Literacy/L/3/2/)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.3.2.A](http://www.corestandards.org/ELA-Literacy/L/3/2/a/)
Capitalize appropriate words in titles.

[CCSS.ELA-LITERACY.L.3.2.B](http://www.corestandards.org/ELA-Literacy/L/3/2/b/)
Use commas in addresses.

[CCSS.ELA-LITERACY.L.3.2.C](http://www.corestandards.org/ELA-Literacy/L/3/2/c/)
Use commas and quotation marks in dialogue.

[CCSS.ELA-LITERACY.L.3.2.D](http://www.corestandards.org/ELA-Literacy/L/3/2/d/)
Form and use possessives.

[CCSS.ELA-LITERACY.L.3.2.E](http://www.corestandards.org/ELA-Literacy/L/3/2/e/)
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

[CCSS.ELA-LITERACY.L.3.2.F](http://www.corestandards.org/ELA-Literacy/L/3/2/f/)
Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.

[CCSS.ELA-LITERACY.L.3.2.G](http://www.corestandards.org/ELA-Literacy/L/3/2/g/)
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Knowledge of Language:**

[CCSS.ELA-LITERACY.L.3.3](http://www.corestandards.org/ELA-Literacy/L/3/3/)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[CCSS.ELA-LITERACY.L.3.3.A](http://www.corestandards.org/ELA-Literacy/L/3/3/a/)
Choose words and phrases for effect.\*

[CCSS.ELA-LITERACY.L.3.3.B](http://www.corestandards.org/ELA-Literacy/L/3/3/b/)
Recognize and observe differences between the conventions of spoken and written standard English.

**Vocabulary Acquisition and Use:**

[CCSS.ELA-LITERACY.L.3.4](http://www.corestandards.org/ELA-Literacy/L/3/4/)
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

[CCSS.ELA-LITERACY.L.3.4.A](http://www.corestandards.org/ELA-Literacy/L/3/4/a/)
Use sentence-level context as a clue to the meaning of a word or phrase.

[CCSS.ELA-LITERACY.L.3.4.B](http://www.corestandards.org/ELA-Literacy/L/3/4/b/)
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

[CCSS.ELA-LITERACY.L.3.4.C](http://www.corestandards.org/ELA-Literacy/L/3/4/c/)
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

[CCSS.ELA-LITERACY.L.3.4.D](http://www.corestandards.org/ELA-Literacy/L/3/4/d/)
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

[CCSS.ELA-LITERACY.L.3.5](http://www.corestandards.org/ELA-Literacy/L/3/5/)
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

[CCSS.ELA-LITERACY.L.3.5.A](http://www.corestandards.org/ELA-Literacy/L/3/5/a/)
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

[CCSS.ELA-LITERACY.L.3.5.B](http://www.corestandards.org/ELA-Literacy/L/3/5/b/)
Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

[CCSS.ELA-LITERACY.L.3.5.C](http://www.corestandards.org/ELA-Literacy/L/3/5/c/)
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

[CCSS.ELA-LITERACY.L.3.6](http://www.corestandards.org/ELA-Literacy/L/3/6/)
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).